HALLETT COVE EAST PRIMARY SCHOOL
STRATEGIC LEARNING PLAN 2012-2014

INTRODUCTION
Our Strategic Learning Plan sets out our Vision, Mission, Values and Guiding Principles. In addition, it identifies the Key Strategic Directions which will drive our Site Improvement Plans in 2012-2014.

CONTEXT
Hallett Cove East Primary School was established in 1991 and is situated in a middle class suburb. It is a Category 7 school. The community is diverse and has a strong commitment to its school. Most parents are homeowners and employment levels are high. Parents have high expectations for their children's success in learning. The school is uniquely structured with two classrooms and wet area facilities in each of 8 Houses, which provide a "home like" learning environment. Recent BER funding has also enabled the building of a 4 classroom learning block complete with a central computer space. The school has excellent facilities and has an aesthetically pleasing environment. Due to changes in the local demographic, Hallett Cove East Primary School has enrolments that have shown a general decline over recent years falling from a peak of about 700 to just over half that currently.

OUR VISION:
Hallett Cove East Primary School – Learning for tomorrow’s world, Working together, Valuing each other and our future

OUR MISSION:
To develop
A Strong Sense of Identity
Creative Thinking
Success in Interactions
Preparedness for the Future
Skill in Communication
Success in Learning
Self Directed Learners

OUR VALUES:
EXCELLENCE
FAIRNESS
RESPECT
RESPONSIBILITY

Form the basis of all interactions between students, staff and the community.

OUR GUIDING PRINCIPLES:
Students will
be resilient and reflective, confident in their own opinions and provide leadership.
be creative and critical thinkers who draw upon a range of strategies to deal with new situations or information.
value diversity and successfully interact with others within and beyond their community in a collaborative manner.
demonstrate initiative, enterprise and adaptability and will be able to successfully manage change within their own lives and as part of a global community.
be able to successfully communicate in a range of settings within and beyond their own community.
develop and apply knowledge, competencies and skills, which enable them to be successful now and in the future.
be able to initiate and implement their own learning plans. Based on constructivist theory, students will be supported in self assessment procedures in order to reflect on and guide future learning.
## KEY STRATEGIC DIRECTIONS FOR 2012-2014

### KEY DIRECTION 1
**Improving Learner Achievement**
**FOCUS ON LEARNING**

### KEY DIRECTION 2
**Improving Instructional Capacity**
**FOCUS ON PEDAGOGY**

### KEY DIRECTION 3
**Enhancing Learning Environments**
**FOCUS ON CULTURE**

### INTENDED OUTCOMES:

#### KEY DIRECTION 1

- Students access programs that aim to elevate Literacy and Numeracy skills to their highest standard
- Students identified as those with high intellectual potential access appropriate learning programs that address their needs

#### KEY DIRECTION 2

- The Teams achieve teaching and learning outcomes through the development of Professional Learning Communities
- Teaching teams achieve improved student outcomes through a yearly Inquiry in an identified aspect of learning
- Teachers access training and successfully implement learning in targeted Australian Curriculum areas
- Teachers participate in a rich and deep Performance Development program

#### KEY DIRECTION 3

- A new school Vision, Mission, Values process aligning with Restorative Practices is completed
- Cohesive relationships and appropriate Wellbeing policies that align with Restorative Practices are developed
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<th>IMPROVEMENT PRIORITIES</th>
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<th>MEASURES</th>
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<tr>
<td><strong>FOCUS ON LEARNING</strong></td>
<td><strong>What will it take to get there?</strong></td>
<td><strong>What will we use to measure/evaluate learner progress?</strong></td>
<td><strong>What will the key indicators of learner success be?</strong></td>
<td><strong>How will we find out if we have achieved our goals?</strong></td>
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<tr>
<td><strong>IMPROVING LITERACY &amp; LEARNER ACHIEVEMENT</strong></td>
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<td>Continuation of the 2013 focus on improved Reading outcomes R-7</td>
<td>All students are tested using standardised and diagnostic testing as determined by the Whole School Literacy Agreement including PAT-R, SPAT-R, SAST, EALD Scales (and PAT-M) for PY and MY. Lesson 1 will be an uninterrupted lesson for all classes R-7 to participate in a Reading block. An R-7 uninterrupted Literacy &amp; Numeracy block is implemented for a further two lessons beyond the Reading block. Teachers will use team structures to plan, share, assess, moderate and develop consistent Reading strategies utilising data from NAPLAN, Running Records, standardised testing. Staff will use data to determine the needs of different Waves of students. Teachers will implement programs based on their T&amp;D in eg the Big 6, during the Reading, and L&amp;N blocks to Wave 1 learners. Teachers will be released to meet with SSOs to discuss the learning programs of their Wave 2 and 3 students. SSOs will deliver targeted intervention programs to Wave 2 learners utilising QuickSmart, Rainbow Reading and A Sound Way and any other agreed programs as determined by individual needs. SSOs will deliver targeted</td>
<td>Expectations of the Literacy Agreement</td>
<td>An increase of 10% of Year 1 students without NEPs will achieve an (Instructional) Running Record Reading Benchmark of 20 by the end of 2014. An increase of 5% of Year 2 students without NEPs will achieve an (Instructional) Running Record Reading Benchmark of 26 by the end of 2014. There is an increase of 10% of students in Year 5 achieving Band 6 or above in Reading NAPLAN testing. There is an increase of 5% of students in Year 3 achieving Band 5 or above in Writing NAPLAN testing. There is an increase of 10% of students in Year 5 achieving Band 6 or above in Writing NAPLAN testing. There is an increase of 10% of students in Year 5 achieving Band 6 or above in Spelling NAPLAN testing. Reading assessment outcomes are consistent across classes of like year levels. All students are engaging in writing every day.</td>
<td>PAT-R and PAT-M testing is completed in Term 4 2013 and the results used to determine baseline data for the start of 2014. Teachers are provided with a copy of all Student information at the start of the year. This includes STAR, previous support programs, Running Records and PAT-R, PAT-M data. All other baseline data collection in Literacy &amp; Numeracy standardised tests as per the Whole School Agreement is completed by the end of Week 4 Term 1. Testing data is recorded in school databases Relevant testing material is stored in the individual student Literacy and Numeracy Achievement folders. Staff Meetings and PLC meeting time will be devoted to data analysis, progress of Reading, Writing and Spelling improvement strategies, and, moderation of programs. In Term 4 Staff Meetings will be devoted to interrogation of 2014 NAPLAN and Running Records data comparing</td>
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<td>IMPROVING INSTRUCTIONAL LEADERSHIP</td>
<td>FOCUS ON PEDAGOGY</td>
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<td><strong>Staff Meetings and PLCs will address identified areas of Literacy, and, familiarisation of the new Australian Curriculum ideas</strong></td>
<td><strong>Improved student outcomes through Pedagogical Inquiry</strong></td>
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<td><strong>Volunteer teachers participate in the Early Childhood Professional Learning Project “Reimagining Childhood” in collaboration with Hallett Cove Karrara Kindergarten. The focus of this</strong></td>
<td><strong>Whole School familiarisation with the Ann Baker Natural Maths strategies</strong></td>
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<td><strong>Familiarisation with new areas of the Australian Curriculum</strong></td>
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<td><strong>There is consistency of programming across the school</strong></td>
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<td><strong>There is an improvement in student outcomes through the implementation of PLC inquiry strategies</strong></td>
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<td><strong>There is an improvement in teacher pedagogy</strong></td>
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- Intervention programs to Wave 3 learners that have been developed with the teacher and based on the requirements of the individual NEPs.
- SSOs will also be allocated to classes to work with learners so explicit instruction for Wave 2 and 3 learners can occur.
- Teachers will be released to meet with SSOs twice in the year to determine and evaluate the special needs programs.
- Teachers will further develop The Big 6 practices to improve Reading with a continuing focus on Comprehension and with a new focus on connecting with Writing.
- Teachers will investigate, attend quality T&D and create strategies to the develop the connections between Reading and Writing, and, to improve Spelling.
- An EY teacher will continue to be released .2 to support training and development and implementation of improvement strategies in Literacy in the EY.
- A Cluster Literacy Coach will facilitate and support implementation of Reading and Writing improvement strategies in the PY and MY.
- Programs that identify and target support through the Wave protocols for SHIP students will be implemented during the L&N and Reading blocks.
- Training and Development of staff utilising the DECD Gifted and Talented Policy and aligning teacher programs with these expectations, Wave programs and TIEL.
- Records of the PLCs meetings, protocols and developments.
- Feedback.
- Team Meetings documentation.
- Planning documentation.
- Moderation documentation.
- Participation in T&D.
- Performance Development documentation processes.
- Further development of the whole staff Performance Development process
  - Teachers trained in Ann Baker Natural Maths programs in 2013 to lead familiarisation with staff
  - Staff to determine relevance of Ann Baker program to the implementation of the Australian Mathematics Curriculum
  - Teams will discuss, attend T&D and share new learning in Humanities and Social Sciences – Geography, Civics and Citizenship, Economics and Business; and, the Arts in the new Australian Curriculum
  - Teachers will further implement the work of the PLCs that commenced in 2013
  - Performance Development Processes will be implemented that include continued foci in Reading, Australian Curriculum and TfEL and new foci around the implementation of Spelling and Writing improvement strategies
- Class visits and observations
- ENHANCING LEARNING ENVIRONMENTS
- FOCUS ON CULTURE
  - Continuation of programs to embed the Values and develop School Culture across the school and its community
  - Improved Community Partnerships
  - Improved Attendance
- The Year 7 School Leaders program continues to be developed and implemented
- New staff are inducted into the Restorative Practices protocols
- Values and their definitions are revised across the school
- Continued development and implementation of Community Partnerships projects highlighted through the PLC in 2013
- Text messaging will be introduced to alert parents whose child is absent without explanation
- The Attendance Policy continues to be monitored rigorously and attendance data checked twice termly to determine students for follow up. The policy clearly outlines our steps for follow up.
- Surveys
- Community events
- Forums
- Coffee Mornings
- Community projects such as development of the Garden
- Attendance Data checked twice termly
- An improvement in the Parent Opinion data regarding access and partnerships with the school
- An increase of 1.5% attendance of Year 7s
- An increase of 1.7% attendance of Year 6s
- An increase of 2.6% attendance of Year 2s
- An overall increase of 1.8% attendance from 93.2% to 95%